

ASSESSMENT OF LITERACY OF A YEAR ONE LEARNER

Prepared for

ETL212

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1. INTRODUCTION

Winch, Johnston, March, Ljungdahl and Holliday (2010, p.133) stress that assessment is a crucial component of the effective teaching of literacy, and use the term ‘assessment for learning’ to describe assessment whose fundamental purpose is to establish a starting point for programming and teaching. Furthermore, they propose that data obtained through assessment of students’ literacy behaviours can be used as a decision-making tool at many levels of planning for and teaching literacy, including grouping students according to common literacy needs, matching students to texts, tailoring literacy programs to the learning needs of students, and evaluating the effectiveness of literacy programs.

In this case study, a learner is assessed in terms of literacy behaviours and achievements in the literacy areas of listening and speaking, reading, and writing. Also, based on these assessment results, this report identifies teaching strategies which will develop this learner’s specific areas of literacy need.

2. LEARNER BACKGROUND

Child L is female, aged six, and in a Year 1-2 class at an urban Primary School. Through a parent questionnaire (Appendix A), annotated interviews with Child L (Appendix B), and discussions with her teacher, information was gathered about Child L’s academic background, her

attitudes and beliefs about literacy learning, her general and literacy interests, and the experiences that have influenced her literacy learning.

This learner's family speak only English, and value reading and high levels of literacy. In fact, Child L has experienced early and regular exposure to reading and literature in the home setting, and her family prioritise reading as important for both learning and enjoyment. For example, Child L's parents have read to her daily since birth, assist her with reading aloud daily, and encourage her reading and writing by playing word games and board games with her. Also, they regularly take her to the community library, and include opportunities for literacy development in everyday activities, such as cooking and shopping. Further, Child L enjoys searching for information on the internet and playing computer games, silent reading, listening to her parents read books from the 'Harry Potter' series, music, and dancing (P. Collingridge, personal communication, April 11, 2011).

This high value placed on reading for learning and enjoyment is reflected in discussions with Child L. Indeed, when asked what reading is for, Child L replied, "You read so you can learn things"; and when asked how she feels about reading, Child L replied, "I feel good. I'm a good reader..." (Child L., personal communication, April 22, 2011).

Additionally, Child L's teacher described Child L as a confident reader with a verbal-linguistic learning style, who easily meets the demands of classroom literacy tasks (C. Burnett, personal communication, April 28,

2011). Therefore, Child L's positive attitude towards reading, her beliefs about the links between reading and learning, and the rich literacy environment her family have provided at home, have created congruency between Child L's home and school literacy experiences (Harris, 2001, p.55).

3. Literacy profile

3.1 Listening and speaking

3.1.1 Data Collection

To assess Child L's oral language use and understanding, phonemic awareness, and control of language, I used the 'First Steps Oral Language Developmental Continuum' (1996) as a guide to observing Child L's interactions with others in the classroom (Education Department of Western Australia, 1996). Also, I used informal and annotated discussions (Appendix B) with Child L to assist in determining the phase of oral language in which she is operating.

3.1.2 Limitations

Derewianka (1996, p.69) states that during conversation "language is being shaped at the moment of utterance", and is thus filled with hesitation, backtracking, sentence fragments, and fillers such as 'um'. Therefore, rather than assessing spoken language according to "borrowed criteria", she insists that assessment of oracy should concentrate on the meanings children make in oral language. In considering this, the assessment of speech aspects such

as ‘correct grammar’ could be said to have validity limitations because the ‘performance’ aspect of oral language, rather than the substance, is emphasized.

3.1.3 Listening and Speaking behaviours

Through discussions with Child L and observations of Child L interacting in the classroom, I predicted that this learner was operating within the ‘Emergent Phase’ of the ‘First Steps Oral Language Development Continuum’ (Education Department of WA, 1996). This was because Child L exhibited a strong grasp of the oracy components of phonology, morphology, syntax and pragmatics, including a broad vocabulary, correct speech sounds, and correct sentence construction and sequencing, such as word order and agreement (Winch et al, 2010, p.51). Indeed, I determined that Child L’s use of grammatically correct speech, use of specific vocabulary to suit different purposes, and ability to sustain conversation with peers and adults pointed to a placement in this phase. This placement was justified when Child L exhibited many of the key indicators of this phase when asked about her favourite book character (Appendix B). For example:

- “I think she’s the smartest witch at Hogwarts because she knows heaps of amazing spells.” indicates use of descriptive language and connective verbs to express thought.

- “Um, in her third year she uses a time-turner to go to more classes, and at the end Hermione and Harry go back in time three hours to save Sirius Black.” demonstrates use of grammatical connectives and language cohesion to sustain conversation on a topic, and sequencing of recounts by time order (Education Department of WA, 1996).

3.1.4 Teaching Strategies

Because Child L exhibits effective oral language skills for social interaction, Allen (2008, p.103) suggests that to move a learner such as Child L into the next phase of oral language development, teaching strategies should prioritise the areas of narrative and descriptive language, and oral inquiry. This will develop Child L’s critical listening and thinking skills; strengthen links between oral and written language; and provide Child L with opportunities to speak and listen for purposes which place increasingly complex demands on the way she uses oral language (Education Department of WA, 1996).

Examples of these strategies include:

- Group barrier activities, in which speakers are required to give explicit information to listeners, modify instructions, and use descriptive language as they interact with peers; and listeners learn the importance of monitoring information and using questions to clarify or gain further information (S. Dowden-Parker, Lecture 2, March 11, 2011).

- ‘Think about’ questions in which children discuss a picture with a partner, initially generating ‘Right there’ questions about features of the picture, and progressing to generating ‘Think about’ questions and hypotheses which develop ideas and possible answers that go beyond the immediate information (Education Department of WA, 1996, p.160).

Indeed, Winch et al (2010, p.60) suggest that every time a teacher conducts a learning activity in all curriculum areas, they should explicitly teach new oral language elements, encourage students to play and experiment with oral language, and allow time for ‘exploratory talk’.

3.2 Reading

3.2.1 Data Collection

Building upon Child L’s positive self-perception and attitudes towards reading described in the ‘Learner Background’, Child L’s reading skills were assessed using the ‘PM Benchmark’ (Smith, Nelley and Croft, 2008) assessment resources (Appendix C). This form of assessment records a learner’s exhibited reading behaviours while the learner is reading a piece of text, and enables analysis of the child’s errors to determine specific reading needs (Winch et al, 2010, p.141). These reading behaviours include: automatic recognition of high frequency words in the text; decoding of text-specific vocabulary; reading strategies including predicting, self-correcting, and attending to meaning; and fluency. Also, this assessment ascertains students’ depth of understanding through literal and inferential comprehension questions and retelling indicators (Smith et al, 2008).

3.2.2 Limitations

Herman, Osmundson and Dietel (2010), propose that an assessment is reliable if assessment scores are consistent across different times and occasions. Indeed, Winch et al (2010, p.134) argue that effective assessment of reading should give students multiple opportunities in a variety of contexts to demonstrate their skills. Therefore, because Child L was assessed only twice within a short time frame, using only one text-type, data interpretation is limited.

3. 2.3 Reading behaviours

Child L's teacher noted that Child L is a "capable" reader who is able to blend sounds to work out words, break multi-syllable words into chunks and morphemes, and has a good knowledge of letter clusters, prefixes and suffixes. This phonological-graphological knowledge assists Child L to decode unknown words (C. Burnett, personal communication, April 28, 2011). Indeed, as Harris (2001, p.55) suggests, Child L's home reading experiences have moulded in Child L a predisposition for reading.

Confirming this, the results of the 'PM Benchmark' assessment showed that Child L exhibits well-developed grammatical knowledge and phonological-graphological awareness, efficient decoding and self-correcting skills, and consistent fluency (Appendix C). In fact, she automatically recognised high-frequency words in the text; used syntactic cues; accurately decoded subject-specific vocabulary; processed text

effectively by self-correcting using language structure, meaning and visual information; and read the text consistently with natural rhythm and phrasing. Indeed, Child L scored 99% accuracy in a Level 21 assessment, which, according to this assessment resource, places her reading age at 8 to 8.5 years. However, at this text level, Child L exhibited difficulty in both understanding the inferential comprehension questions, and confidently retelling the main facts with supporting detail. Possible contributing factors to this lack of comprehension include her young age, lack of familiarity with this information text-type, and lack of prior knowledge about this text's field and context (Smith et al, 2008).

Therefore, this learner exhibits proficient decoding skills, and well-developed grammatical and phonological-graphological knowledge, but lacks the meaning-making skills which enable in-depth comprehension of this level of text (Axford, Harders & Wise, 2009, p.23).

3.2.4 Teaching Strategies

To develop Child L's meaning-making skills, including semantic knowledge and comprehension skills, I will draw from Axford et al's (2009) scaffolded reading approach, which assists the reader to interpret word meanings through the wider context of the whole text, and focuses the learner on making meaning at every step of the reading process. The following sequenced steps of this approach can be used one-on-one, or with student groups with common learning needs.

1. Selection of suitable texts which: possess age-appropriate themes and language; contain examples of syntactically rich language; are just above the learner's existing level of competence, but not so far above that success is beyond reach; and will engage and interest this reader.
2. Text orientation to identify the text's genre, provide information about the author, and outline the plot or argument.
3. Reading aloud the whole text to the learner/s to tune the learner into the sounds of the words and the rhythm of the text, and provide a model of fluent reading.
4. Language orientation, using an extract from the text, to provide a focused examination of the author's language features, and tune the learner into the inferred information in the text. This step will explicitly teach Child L the strategies that 'good' readers use to decode more complex texts in which the semantic, syntactic and graphophonic meanings work together to convey the inferential word meanings.
5. These steps have provided the learner with a scaffold of meaning cues that she can now draw upon to read the text on her own (Axford et al, 2009, p.27-44).

3.3 Writing

3.3.1 Data Collection

A sample of Child L's narrative writing (Appendix D) was assessed against the 'First Steps Writing Developmental Continuum' (Department of Education and Training of Western Australia (WA DET), 2008). This assessment looks at the writer's levels of understanding in respect to purpose, audience, structure and genre awareness, punctuation, language control and command, spelling, grammar, and understanding of the writing process.

3.3.2 Limitations

Winch et al (2010, p.371) suggest that because a student's writing ability may fluctuate depending on the task and the variety of skills needed to construct a text, it is important to have different measures of assessment over a period of time. Therefore, because time constraints meant that only one writing sample was collected, this assessment is limited because it is not balanced, comprehensive and varied. Also, because this writing sample was produced in the late afternoon, Child L was tired and distracted.

3.3.3 Writing behaviours

Child L exhibits writing behaviours which place her in the 'Early Phase' of the 'First Steps Writing Developmental Continuum' (WA DET, 2008). These behaviours include:

- Uses full stops and capitals correctly, however does not use speech marks, commas, question marks or apostrophes correctly.
- Uses correct spelling for high frequency words, and knows simple letter patterns and the sounds they represent, such as ‘ch’ in “punching”. Most multi-syllable words or words with a less regular pattern are spelled incorrectly, such as “sudunle” (suddenly); however she is willing to try to spell unknown words using a small range of strategies, such as chunking and sounding out.
- Understands the structure for narrative writing, and writes a narrative with coherence and order. For example, includes an orientation to reader, develops ideas and sequences events, and includes a conclusion. While there are no paragraphs, the narrative has a plot, characters and setting.
- “They tryed kicing and punching him.”, indicates that Child L can write simple sentences using correct punctuation, consistent use of past tense verb, and simple suffixes.
- “Sudunle they hered foot steps.”, “A man stood in the door way.”, indicates that Child L draws upon semantic, graphophonic and syntactic knowledge when writing, such as text organisation and word order. She uses varied sentence openings and connectives such as “Finale” (finally).

- “I am a rober he said.”, demonstrates attempts at direct speech.
- Evidence of proof-reading by correcting own spelling and punctuation (WA DET, 2008).

In sum, Child L exhibits knowledge of conventions of narrative writing, has a small bank of frequently used words that she spells correctly, and draws upon syntactic knowledge such as word order and text organisation. However, Child L uses invented spellings, and uses only simple sentence structures containing nouns and verbs.

3.3.4 Teaching Strategies

The following teaching strategy will assist Child L to develop and use more complex sentence structures and descriptive language in the narrative and recount writing genres:

Winch et al (2010, p.429) suggest that using student-centred interactive computer-based learning activities assists students to build up a bank of words which they can recognise and use, and can motivate students to write and improve their presentation. Therefore, because Child L enjoys using the computer for learning, she would engage in the screen-based ‘Wonderful Words, Creative Stories’ series of learning objects (L8739-L8741) from the Learning Federation website. These learning objects assist students to learn how to enliven sentences by adding adjectives and adverbs

to two simple sentences, and joining these sentences using connectives. This interactive resource allows students to: experiment by substituting a range of descriptive words in sentences; experience the impact of their word choices through visual feedback using animations; and write their own sentences to continue the story. This enables learners to experience how descriptive language can be used to enrich meaning and enhance reader engagement (Curriculum Corporation, 2009).

This learning can be scaffolded using the ‘functional approach to language’ described by Derewianka (1990, p.8-9). This might involve the teacher introducing the descriptive language features of this text genre through ‘Shared Reading’ using a learning object from this series on the interactive whiteboard. This orientation should include teacher modelling of successful use of descriptive language, and explicit explanation of this literacy language. Next, Child L and a small group of students with common literacy needs use a similar learning object to jointly-construct descriptive sentences through ‘pooling’ information through the process of discussion. Third, children print their completed sentences for use as a model for reference to independently construct draft descriptive sentences using connectives. Lastly, individual consultation with the teacher provides comments on the learner’s achievements, and suggestions for changes, before the learner edits her text (Derewianka, 1990, p.9).

5. CONCLUSION

The results of these literacy assessments indicate that Child L has a confident and positive attitude to literacy learning, and is achieving well in each of the assessed literacy areas. In particular she has a strong grasp of the oracy components of phonology, morphology, syntax and pragmatics; and uses effective code-breaking practices when reading. However, because Child L's semantic knowledge and comprehension skills are not consistent with her phonemic awareness, decoding skills and fluency, it is recommended that Child L will benefit from a scaffolded reading approach. This approach assists the reader to interpret word meanings through the wider context of the whole text. As well, it is recommended that a 'functional approach to language' will assist Child L to develop and use complex sentence structures and descriptive language in her narrative and recount writing. These carefully scaffolded approaches will assist Child L to move into the next phases of her literacy learning.

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APPENDICES

Raw data and transcripts include:

[Appendix A:](#)

Parent questionnaire (adapted from 'Reading Survey for Parents – Understanding your child's reading strengths and needs', First Steps Linking Assessment, Teaching and Learning, 2008).

[Appendix B:](#) Annotated interviews with Child L to assess oral language, reading attitudes and beliefs about reading:

[B \(i\)](#) Transcript of interview with Child L about her favourite book character

[B \(ii\)](#) Reading interview with Child L – Focus on attitude (First Steps Reading Map of Development, 2008)

[B \(iii\)](#) Interview with Child L – Student's ideas and beliefs about reading (adapted from 'Student Interview – Reading', First Steps Reading Map of Development, 2008).

[Appendix C:](#) PM Benchmark assessment of reading (Teachers' Resource Book, 2008).

[Appendix D:](#) Writing sample from Child L

Appendix A[Back to list](#)**Copy of Parent Questionnaire****Child's Literacy Background****Date:** 11/04/11**Q: Are there any other languages besides English spoken at home?****Parent:** Only English**Q: How do you currently help your child with reading?**

Parent: We have read to Child L since birth, and have fostered a love of books. Child L reads aloud for approximately 15 minutes every night before bed from her choice of text, such as one or two chapters from her school reader, a library book, or a book from her bookshelf. Then we (one parent) read to Child L for approximately 20 minutes from her choice of text. We also regularly sit with Child L at the computer and help her to investigate topics of interest using the internet. We help her to navigate the internet sites and read new words.

Q: When reading, what does your child particularly enjoy?

Parent: Child L often receives books as gifts, and we regularly borrow from the library. Child L chooses the texts we read to her, and the texts she reads on her own, from these sources. We are currently reading the Harry Potter series, and have also read several Roald Dahl books and other children's classics such as Pippi Longstocking and Charlotte's Web. Also, Child L practices silent reading in her own time before school, in the afternoons or on weekends. She enjoys Enid Blyton books, and the Magic Puppy series.

Q: What other literacy activities does your child enjoy at home?

Parent: Child L enjoys writing cards for friends and family, emailing her grandparents, colouring-in, doing word puzzles, and playing card games and board games.

Q: What are your child's special strengths in relation to reading and writing?

Parent: Child L has a good vocabulary, and enjoys reading activities. She enjoys writing, and sits for extended periods and writes stories. Child L is a fluent reader, and asks questions about what she is reading. She sounds out new words, or asks for help with new words.

Q: When reading, what does your child have difficulty with?

Parent: If Child L finds a book too hard or 'boring', she will become distracted and eventually close the book and choose another. Also, because she reads texts without pictures and can sound out more difficult words, she sometimes reads texts that she might not fully understand. For example, she might say, "This doesn't make sense", because she has not grasped the author's joke or understood the author's inferred meanings.

Q: What are your child's special interests outside school?

Parent: Child L loves music, drama and dancing, and attends three dance classes each week. She also enjoys outside activities such as swimming.

(Source: Adapted from First Steps 'Reading Survey for Parents – Understanding your child's reading strengths and needs', First Steps Linking Assessment, Teaching and Learning, 2008)

Appendix B[Back to list](#)**i) Oral language assessment - Transcript of interview with Child L about her favourite book character****Q: Tell me about your favourite book character**

Child L: “My favourite character is Hermione from ‘Harry Potter’. We’re up to the sixth book, and we’ve got the sixth movie, but we’re not watching it until we finish it. I think she’s the smartest witch at Hogwarts because she knows heaps of amazing spells. But I like Harry and Ron too, but I like Hermione best because she studies more than everybody else, so she can perform amazing spells and sometimes shock Harry and Ron. I don’t like Draco Malfoy because he calls Hermione a mudblood”.

Q: What else does your character do that makes her your favourite?

Child L: “Um, in her third year she uses a time-turner to go to more classes, and at the end Hermione and Harry go back in time three hours to save Sirius Black. Um, she always carries loads of books around in her bag, and is always rushing to classes and dinner because she’s doing more classes than the others. Um, because she says funny things to Ron and Harry and gets cranky at them all the time”.

Q: What do you think might happen next in the book?

Child L: “Um, lots of weird and wonderful things. Harry won’t like ‘Defence Against the Dark Arts’ because Snape is teaching it now instead of potions. I wish that Lord Voldemort won’t ever come back and that Harry will kill him in the end”.

ii) Reading interview with Child L

Date: 23/04/11

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First Steps: Second Edition

Reading Map of Development

Name: Child L. Date: 23.04.11**Reading Interview — Focus on Attitude**

What kinds of reading do you like to do?

Picture books from the library and funny books.

Who is your favourite author?

J.K. Rowling and Roald Dahl.

When do you most like to read?

To myself on the lounge and before bed.

How often do you read at home?

Every night before bed.

How do you feel when you receive a book as a gift?

Happy.

How do you feel about going to the local library or bookshop?

I love going to the library.

How do you feel about reading at school?

Good. We need some new books on the bookshelf.

(Source: First Steps Reading Map of Development Assessment templates, 2008)

iii) Interview with Child L - Ideas and beliefs about reading [Back to list](#)**Name:** Child L**Date:** 22/04/11**Student Interview – Ideas and beliefs about reading****What is reading?**

L: Reading is helping your brain learn what words mean. Sounding out words that you don't know.

What is reading for?

L: To make your brain stronger. It helps your brain when you grow up, so you can read properly. You read so you can learn things. Helping you grow up.

How do you feel about reading?

L: I feel good. I'm a good reader. Reading is fun.

Do you believe everything you read?

L: Mostly. There probably really is a boy just like Harry Potter somewhere. Maybe not in London, but somewhere else. And a girl like Matilda somewhere.

Who do you know who is a good reader?

L: My teacher, my mum, me, my friend (Child T), my grandma.

What makes them a good reader?

L: They know hard words and they read chapter books. I read chapter books. They get the words right. They read long words really quickly, like "interview".

If they come to something they don't know, what do you think they do?

L: They sound the word out, or ask the teacher and they spell it out for them. Or look it up on the computer.

Do you read for fun? **L:** At home I do, and sometimes at school.

(Source: Adapted from First Steps 'Student Interview – Reading', 2008)

Appendix C:**'PM Benchmarking' assessment of Child L's reading** [Back to list](#)*PM Benchmark Reading Assessment*

Name: Child L DOB: 22.10.04 Age: 6
 School: _____ Class: 1-2 Date of assessment: 5.5.11

Text: *Plastic in Our World*Level: **21** Text type: **Exposition**Running Words: **219****Reading Record – Summary**

Errors		
M	S	V
		1

Self-Corrections		
M	S	V

Accuracy: 99 %

S.C. rate: 1 : _____

Reading Level		
Independent >95%	Instructional 90–95%	Difficult <90%

Reading Behaviours Observed – Summary

- Knowledge and Skills:** Automatically recognised all HFW in text. Accurately decoded all text-specific vocabulary.
- Strategies:** Only one small error clothe instead of cloth.
- Fluency:** Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding.

Retelling Indicators – Summary

Confidently retold main facts without prompts or assistance, however these facts lacked detail and sequence. Spoke clearly and confidently.

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

Comprehension – Summary

Questions Answered Correctly			
Literal	1st	2nd	
Inferential	1st	2nd	3rd
Applied Knowledge	1st		

Level of Understanding		
Excellent 6	Satisfactory 4–5	Unsatisfactory 0–3

Recommendations for Future Development

Concepts about print well established. Used sound relationships accurately, however despite 99% accuracy, the level of understanding and comprehension were difficult due to the unfamiliarity of subject-matter. Adjust pace to overcome the complexity of new ideas and concepts. Work on retelling skills and comprehension strategies.

Refer to Teachers' Resource Book pages 32–39 for recommendations for future development.

Teacher: _____

Date assessment summary completed: 5.5.11

Reading Record

Text: *Plastic in Our World*

Level: 21

Book orientation	This is a non-fiction text. It is an exposition of the writer's opinion of why we should use less plastic.				
	Text	E	S.C.	Errors MSV	S.C. MSV
6	<p>Good morning class.</p> <p>My talk is about plastic. There are many things made from plastic that we use every day. But people all over the world are careless. They leave plastic things they no longer want on the land and in the water. Plastic doesn't rot in soil or water. This means that plastic rubbish could stay around for hundreds of years. Sometimes, birds and small animals get caught in pieces of plastic and they die.</p> <p>Fish and other sea animals are often trapped in plastic that is thrown from boats. They cannot get free and they starve or drown.</p> <p>Many plastic toys crack or break after children have played with them for a short time. My favourite toys are wooden ones that my grandad makes for me. He says they will last much longer than plastic ones.</p> <p>Shop owners like people to use ^{cloth} or strong paper bags to carry fruit, meat and other goods. 156</p> <p>I agree with them! These bags can be used over and over again.</p> <p>My mum used to line our rubbish bin with a plastic bag. But now she uses newspaper instead. It is much better than plastic.</p>				

Reading Record continued

	Text	E	S.C.	Errors MSV	S.C. MSV
	I believe we can all help to look after the land and the sea if we try to think of other ways to use less plastic. 219				
Total		1		1 ✓	

Reading Behaviours Observed During the Reading Record

1. Knowledge and skills — Extending

- Automatically recognised high-frequency words in the text
- Accurately decoded most text-specific vocabulary

Tick relevant boxes

☒
☒

2. Strategies — Extending

Able to process text effectively by:

Adjusting pace to text type, or text difficulty ☐Predicting ☐Attending to meaning ☐Searching for print details ☐Cross-checking to confirm ☐Self-correcting ☒

Tick relevant boxes

3. Fluency

- Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding
- Read some of the text with natural rhythm and phrasing reflecting understanding
- Read the text with irregular phrasing reflecting limited understanding
- Read the text word-by-word reflecting limited or no understanding

Tick the relevant box

☒
☐
☐
☐

Retelling Indicators to Check for Understanding		Tick relevant boxes
The person said good morning to the class. They're talking about plastic. The person's mum used to line the rubbish bin with plastic bags. Now they line it with newspapers.		
• Retold main events/facts without assistance from teacher prompts or book support	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
• Summarised main events/facts succinctly	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
• Retold main events/facts using text-specific vocabulary	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
• Retold main events/facts coherently and confidently	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Comprehension Questions to Check for Understanding		Tick relevant boxes
Literal		
1. What do some people do with plastic they no longer want? (They throw it away.)	They throw it away into water or on the ground.	<input checked="" type="checkbox"/>
2. Why do shop owners like people to use cloth or strong paper bags? (because they can be used over and over again)	They can be used again.	<input checked="" type="checkbox"/>
Inferential		
1. When birds and animals get caught in plastic, why can't they get free? (They can't break it or pull it off. / They don't have hands to get it off.)	I don't know	<input type="checkbox"/>
2. Why do you think wooden toys last longer than plastic ones? (because wood doesn't break or crack as easily as some plastics)	Because wood is very strong and when you bring it on something, it doesn't break.	<input checked="" type="checkbox"/>
3. Why is it better to line a rubbish bin with newspaper than with a plastic bag? (because newspaper will rot but plastic won't)	Because plastic bags can get holes in and all the rubbish will fall in the bin.	<input type="checkbox"/>
Applied Knowledge		
1. Explain why the writer said 'Plastic doesn't rot in soil or water'. (Plastic doesn't turn into compost like leaves do. / Plastic always stays the same.)	I don't know	<input type="checkbox"/>
Notes Child was very tired and over this assessment process at this time, and said "I don't know" for two questions to indicate her discomfort and keenness to finish. Situation was not ideal.		

Appendix D[Back to list](#)**Work sample:** Child L writing sample – narrative **Date:** 26/04/11

Once upon a time
two girls lived far
far away. They both liked
to play in the dark.
One hit their mum and
Dad had to go to a
wedding. they were left
all alone. They turned
off the light. They had
played and played. But
suddenly they were

Foot Steps. They turned the lit
on. A man stood in the door
way. how are you the girls
said. I am a robber he
said. I have come to take
you away. To my house.
The girls were whispering
to each other. They
tried to get him away.
They tried kicking and
punching him. Finally

they got him away. and
lived happily ever after.
the End